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AESTRACT

the Experimental Model for Teacher Education at the University of Washington is designed to serve as an elementary teacher education laboratory for twelve experienced teacher participants, nine post-doctoral and three pre-doctoral participants. The laboratory applies experience and training of the project's participants to the training of 19 prospective teachers (interns) and 16 prospective clinical associates (cooperating teachers). The emphases of the project are: a) performance criteria, b) a field-based program, c) a tighter relationship between educational theory and classroom practice, and d) more intensive classroom experience. The personnel involved in the project and the replication of instructional services add to the budget expenses. The project's implementation of new trends aid in the improvement of teacher education. Experienced teacher participants are chiefly responsible for intern evaluation. Charts describing the organization of the project and the teaching competency model are presented along with tasks and criteria for classroom management. (BRB)

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ED 074066

Experimental Model for Teacher Education

Tri-University Project in Elementary Education

Department of Education
University of Washington
Seattle, Washington
1969-1970

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Summary

The Experimental Model for Teacher Education of the Tri-University Project[1] is one of several new thrusts in the total teacher education program in the Department of Education at the University of Washington. Within the confines of the Tri-University Project, this model is designed to serve as a teacher education laboratory for twelve experienced teacher participants, nine post-doctoral participants and three pre-doctoral graduate students. This laboratory applies the experience and training of the Project's participants to the training of nineteen prospective teachers (interns) and sixteen prospective clinical associates (cooperating teachers). The interns are students who have generally completed their academic requirements and are devoting the 1969-70 academic year to their professional preparation. The role of clinical associate is conceived as one that will provide the essential synapse for a productive relationship between the public school and the university. The conventional function of supervisor or critic teacher is expanded to include active support of the interns' instructional program.

The program for interns seeks to implement recent trends manifest by the teacher education models developed for the Department of Health, Education, and Welfare. Particularly, it is emphasizing those trends that are also consonant with the Fourth Draft in Teacher Certification in the State of Washington. Examples of such emphases are:

1. the use of performance criteria.
2. a field-based program.

SP 006 301

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[1]The Tri-University Project in Elementary Education is funded by the Office of Education under the Education Professions Development Act.

3. a tighter relationship between educational theory and classroom practice.
4. more intensive classroom experience.

Description and Development of the Program

The Tri-University Project in Elementary Education is federally funded under the Education Professions Development Act. Its basic purpose is to allow sufficient experience with innovative approaches to elementary education and elementary school teacher education to encourage participants (post-doctoral, pre-doctoral and experienced teacher) to assume leadership roles when they return to their home institutions.

Encouragement from Dean Frederic Giles of the Department of Education made the development of the program possible. This program is viewed as one that could serve as an agent for change in the department's teacher education program.

An early commitment was made to apply recent trends in teacher education to this model to the extent that they were consonant with the direction of the Fourth Draft for Teacher Certification in the State of Washington. In addition, preliminary discussions were held with officials from the Department of Public Instruction in Olympia, Washington, to secure state cooperation and insure compatibility with state guidelines.

For the purposes of the teacher education laboratory, the Project secured the cooperation of two school districts (Seattle Public Schools and Shoreline Community Schools) to provide a total of three field sites for the program. In addition, the principals of these schools selected approximately six members of their faculties to work with the program in two ways. First, these teachers agreed to make their classrooms available for intern use. Secondly, they agreed to receive instruction that would qualify them as clinical associates.

In late spring interns were recruited for the program. These students had generally completed their pre-professional academic work and in several cases were holders of a Bachelor's Degree. For those students with a Bachelor's Degree, a Master's program was developed. Graduate seminars are a regular part of their program.

During the summer three graduate students, under the guidance of the director, developed a conceptual framework (see enclosed documents) accompanied by a core of behavioral objectives with suggested performance tasks and criteria. These were implemented by teacher participants in applied seminars during the fall quarter. Subsequently, teacher participants assumed their roles as part of a buddy system with individual interns. This role involves planning with interns, observing their teaching performance and follow-up conferences. Final evaluation will also be the responsibility of teacher participants.

Dr. Ambrose A. Clegg was assigned as director to the Experimental Model Project, Mrs. Anna Ochoa as associate director, and three graduate students as teaching assistants. These individuals were assigned the leadership responsibility for the program.

Overall Program Objectives

To implement recent trends evident in both the Department of Health, Education, and Welfare and the Fourth Draft for Certification in the State of Washington. Examples of such trends are:

1. use of performance criteria. Although interns may develop alternate tasks for meeting these criteria, their final evaluation is based on established performance criteria.
2. a field-based program. Interns receive both instruction and teaching experience in each of three cooperating public schools. These schools were secured specifically for the field base of the Project. Their school populations are heterogeneous with varying degrees of racial mixture. In the Decatur Elementary School, Seattle, a classroom was designated for intern use.
3. a tighter relationship between educational theory and classroom practice. Applied seminars that focus on such components as methods of instruction, learning theory and evaluation are held concurrently with classroom teaching. Tasks developed in the seminar receive fairly immediate application in classroom practice.
4. more intensive classroom experience. The interns are in teaching roles for approximately four hours per week during the fall quarter, on a half-time basis during the winter quarter (every morning or afternoon) and full time during spring quarter.

Most importantly, this model was designed to provide a prototype for change in the regular teacher education program in the Department of Education. This orientation on the part of the Department and the Project directors will serve

to insure that the federal support behind the Tri-University Project will realize more substantial and permanent changes in departmental innovations.

Objectives: Clinical Associates

To provide training for cooperating teachers (prospective clinical associates) that would enable them to play instructional, as well as supervisory roles in the training of interns.

Objectives: Interns

As a result of participating in the one year teacher training program interns will be able to:

1. sequence learning activities for instruction in the elementary school.
2. manage classroom conditions for maximal learning.
3. relate school and classroom practice to a body of theoretical knowledge.
4. participate actively in the school's decision-making program.

Personnel Involved

The following individuals have key roles with respect to the direction of the Project:

Dr. Ambrose A. Clegg, Associate Professor of Education, Director - Experimental Model for Teacher Education

Mrs. Anna Ochoa, doctoral student, Associate Director

Joseph Decaroli, doctoral student, teaching assistant

Jack Simpson, doctoral student, teaching assistant

June Tyler, doctoral student, teaching assistant

The following individuals support the instructional program:

Twelve experienced teacher participants

Nine post-doctoral participants

Three pre-doctoral participants

Budget

Addition of the teacher education laboratory has added the following expenses to the project:

Personnel		
Three Graduate Assistants at $360/mo. for 9 mos.		$ 9,720.00
One Associate Director at $600/mo. for 9 mos.		5,400.00
One Half-Time Secretary	20 hrs./week	2,115.00
One Work-Study Helper	12 hrs./week	672.00
Equipment and Supplies		4,000.00
	TOTAL	$21,907.00

Note:

In order to replicate the instructional services of this program in the regular teacher education program, it is estimated that at least six graduate assistants would be needed: approximately $19,440.00

This kind of team probably could service about 40 interns and as many clinical associates.

Contribution to the Improvement of Teacher Education

The chief contribution of this program is found in the implementation of recent trends in teacher education. In the operation of this program, a variety of conditions that are necessary for the smooth implementation of these trends are being identified. For example, the desirability of individualizing the tasks associated with the performance criteria is most apparent. More refined encounters are necessary in realizing a maximally productive relationship between the public school and the university. As presentation of theory and practical experience take place in the same setting, increased demands are placed on the instructor and cooperating teacher. It is in the demonstration of procedures that facilitate the implementation of such trends that this program makes its greatest contribution to teacher education.

Evaluation

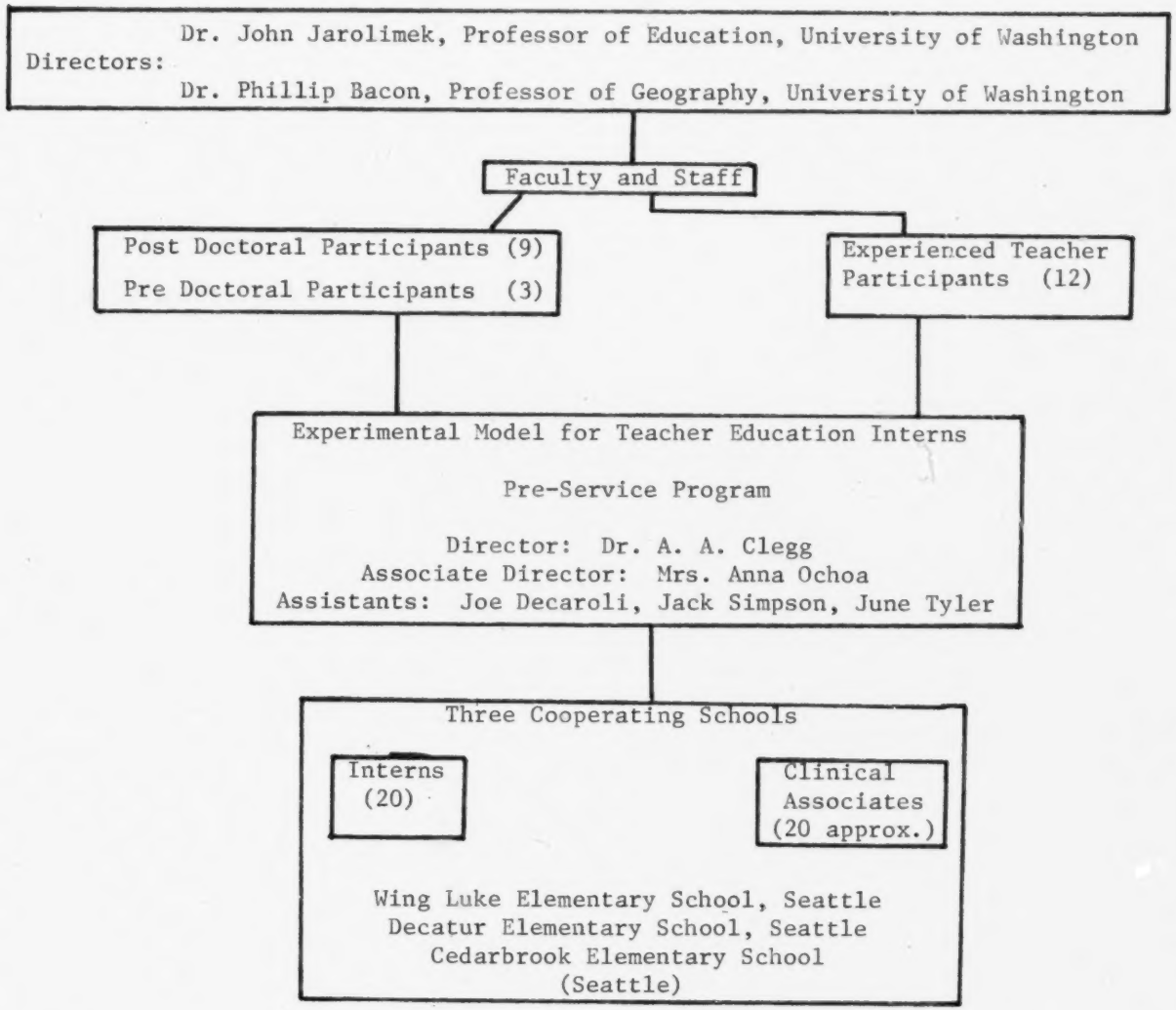
Both interns and clinical associates will be evaluated in terms of established performance criteria. Experienced teacher participants will be chiefly responsible for intern evaluation. The director will assume key responsibility for the evaluation of prospective clinical associates.

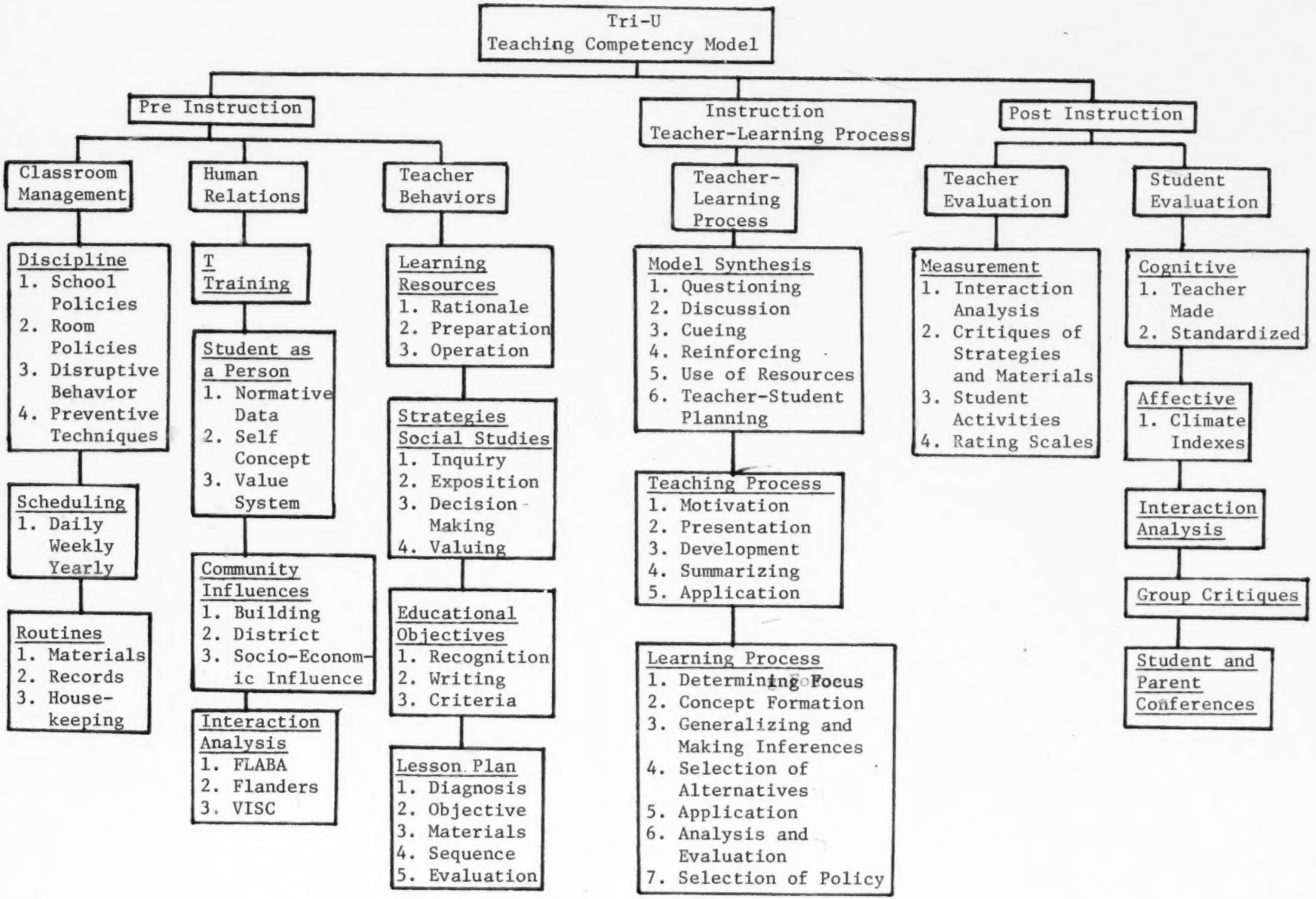
On-going feedback is provided through half hour weekly conferences.

Several inventories will be given to interns and clinical associates to assess their perceptions of the program. In addition, two doctoral research projects that focus on teacher behavior will be conducted during the academic year.

TRI-UNIVERSITY PROJECT IN ELEMENTARY EDUCATION

ORGANIZATION CHART 1969 - 1970


Directors:
Dr. John Jarolimek, Professor of Education, University of Washington
Dr. Phillip Bacon, Professor of Geography, University of Washington
Faculty and Staff
Post Doctoral Participants (9)
Pre Doctoral Participants (3)
Experienced Teacher Participants (12)
Experimental Model for Teacher Education Interns
Pre-Service Program
Director: Dr. A. A. Clegg
Associate Director: Mrs. Anna Ochoa
Assistants: Joe Decaroli, Jack Simpson, June Tyler
Three Cooperating Schools
Interns (20)
Clinical Associates (20 approx.)
Wing Luke Elementary School, Seattle
Decatur Elementary School, Seattle
Cedarbrook Elementary School (Seattle)


Tri-U
Teaching Competency Model
Pre Instruction
Instruction
Teacher-Learning Process
Post Instruction
Classroom Management
Human Relations
Teacher Behaviors
Teacher-Learning Process
Teacher Evaluation
Student Evaluation
Discipline
1. School Policies
2. Room Policies
3. Disruptive Behavior
4. Preventive Techniques
Scheduling
1. Daily
Weekly
Yearly
Routines
1. Materials
2. Records
3. House-keeping
T Training
Student as a Person
1. Normative Data
2. Self Concept
3. Value System
Community Influences
1. Building
2. District
3. Socio-Economic Influence
Interaction Analysis
1. FLABA
2. Flanders
3. VISC
Learning Resources
1. Rationale
2. Preparation
3. Operation
Strategies Social Studies
1. Inquiry
2. Exposition
3. Decision Making
4. Valuing
Educational Objectives
1. Recognition
2. Writing
3. Criteria
Lesson Plan
1. Diagnosis
2. Objective
3. Materials
4. Sequence
5. Evaluation
Model Synthesis
1. Questioning
2. Discussion
3. Cueing
4. Reinforcing
5. Use of Resources
6. Teacher-Student Planning
Teaching Process
1. Motivation
2. Presentation
3. Development
4. Summarizing
5. Application
Learning Process
1. Determining Focus
2. Concept Formation
3. Generalizing and Making Inferences
4. Selection of Alternatives
5. Application
6. Analysis and Evaluation
7. Selection of Policy
Measurement
1. Interaction Analysis
2. Critiques of Strategies and Materials
3. Student Activities
4. Rating Scales
Cognitive
1. Teacher Made
2. Standardized
Affective
1. Climate Indexes
Interaction Analysis
Group Critiques
Student and Parent Conferences

CLASSROOM MANAGEMENT

DISCIPLINE

OBJECTIVE: The intern will be able to recognize disruptive pupil behaviors and prescribe techniques for dealing with them in specific situations.

TASKS	CRITERIA
1. View film on disruptive pupil behaviors in order to be able to identify them.	1. Identify and describe at least three (3) disruptive pupil behaviors.
2. Classroom observation(s) in order to classify pupil behaviors as disruptive or non-disruptive.	2. Write a record of observation(s) which classifies behavior as disruptive or non-disruptive; justification for choices.
3. Discussion of observations with intern group and staff in order to develop criteria for judging pupil behavior.	3. Participation in discussion; development of a written set of criteria for judging pupil behavior.
4. In order to develop techniques for dealing with disruptive pupil behavior, the interns will: read Operant Conditioning for Teachers; Hunt, Reinforcement; other pertinent materials; and discuss the problem with experienced teachers, principals, counselors, staff.	4. View a film or videotape of disruptive pupil behavior and outline at least two methods for dealing with a disruptive pupil behavior seen. Implement one or both of these methods in a role playing situation.